DOCUMENT RESUME

ED 251 144 JC 840 609

AUTHOR Phillips, Herbert
TITLE The Care and Feeding of Part-Time Teachers.
PUB DATE 27 Oct 84
NOTE 8p.; Paper presented at the National Conference of the National Council for Staff, Program and Organizational Development (Atlanta, GA, October 27-28, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Faculty College Relationship; *Faculty Development; Instructional Improvement; *Part Time Faculty; *Teacher Morale; Two Year Colleges

ABSTRACT

The role of part-time faculty in the community college is discussed in this paper along with ways of improving their performance and morale. Introductory material outlines the advantages of employing part-time teachers (e.g., low cost, high motivation, and fewer commitments), and specifies some of their particular needs (e.g., stability, provision for illness, and the desire to feel needed). Next, the paper highlights important elements for improving part-timers' performance and morale: (1) a president who will support the interests of part-time faculty; (2) a staff development program for part-timers including needs assessment, an orientation session, workshops and seminars, and a developed process of evaluation; (3) freedom for part-timers to innovate and experiment; (4) the need to overcome the prejudices of students and full-time faculty toward part-time instructors; (5) the importance of enhancing the part-timer's pride in his/her work; (6) the need to increase part-timers' participation in departmental and campus activities; (7) the provision of adequate time for part-time faculty to prepare for classes; and (8) a system of performance evaluation. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
H. Phillips
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
[X] This document has been reproduced as received from the person or organization originating it.
[ ] Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED251144

"THE CARE AND FEEDING OF PART-TIME TEACHERS"

Delivered by Herbert Phillips at
National Conference of National Council For
Staff, Program and Organizational Development
Atlanta, Georgia, October 27, 1984

In 1980 and 1981, every organization devoted conferences to the part-time teacher. Then for two or three years nothing much was said or done. Suddenly, with the report to Commissioner Terrell Bell by the National Task Force on Post-Secondary Education the part-time is back in the spot light.

Let me tell you from the beginning, I'm appreciative of the contributions of part-time faculty to the development of the community college movement. The use of part-timers has these advantages:

1. Cost is less
2. Fewer commitments
3. Well motivated
4. Are often more knowledgeable due to working full-time in field
5. Serve as a talent bank
6. Appreciates part-time students
7. Rarely unionized
8. Good community P.R.

These people have needs. Research show they want and need:

1. Stability
2. Provision for illness
3. Want to be needed, wanted, loved
4. Need a place to "hang his hat."

JC 840 609

Before I go on, let me do some before speech activities - known as BS - and set up the speech.

First of all, let me establish the fact that I know something about the subject: I have taught part-time for U. of Georgia, Florida State, and Lake City. I was director of F.S.U. branches in San Juan and Aguadilla, P. R., where all instructors except one were part-time. At L.C.C.C. we had twice

as many part-time as full-time.

Next, we'll be talking about the typical part-timer - full-time job, one course at night. We aren't talking about the freeway flyer, the full-time part-time, the 1/2 timer, or the day-time instructor teaching an overload.

Although my subject was announced as The Care and Feeding of Part-time Faculty, I read that the emphasis of the conference is on faculty development or faculty improvement. Let me assure you that most full-time faculty don't want to be improved or developed. Part-timers will better appreciate your efforts.

Now for the present situation: There are probably more part-time than full time. L.C.C.C. has double part-timers. California has 67% part-timers. Some states are upset by this. Alabama puts cap at 25%. Things are getting better due to being organized, state concern (Florida has a new regulation which specifies that in all areas except tenure must be same).

With income down, colleges will be forced to go to more part-time.

Lastly, I'll have to be careful of what I say for one of my teachers is here. Therefore, I must tell you that many of the things I tell you should be done, I haven't done myself. All of us are like the farmer who didn't attend the meeting with the county agent because "I already know how to farm better than I do."

Now, enough of the b.s. Let's get down to cases. My discussion will center around the nine P's of the Part-timer. Notice not two P's. They are:

President	Pfreedom	Periodically re-do
Program	Participation	
Prejudice	Preparation	
Pride	Performance Evaluation	

First, the President. The program begins with the president - his attitude, his desire, his push. You say a president doesn't have that kind of clout. You must be forgetting the Golden Rule - who has the gold rules.

My greatest apprehension about this speech is that there aren't enough of you here who are in a position to implement the changes that are needed, the program that needs to be established.

I know you want to do something but can you sell it to the president - if you are not the president? There is a real need for a leader, an advocate, a pusher, a mover, a shaker.

Program. The support of the president will go for naught unless there is a program. I mean a WRITTEN DOWN program, approved by top administration, passed by the trustees, and published! Few colleges have a program. Reading Area, Pa. and Vista College, California do have.

Here are elements of a "program:"

FIRST OF ALL DO SOMETHING ABOUT THE PAY.

1) Make a needs assessment. The wishes and opinions of experienced adjunct faculty should be sought, but quite often they may not know what they really need. Persons who hire and who visit and evaluate part-time teachers often will know better what is needed.

2) It goes without saying that a handbook of answers is needed. It should contain the college's philosophy, policies, procedures, grading policies, attendance policies, reports responsible for, duplicating services, how and where to get supplies, how to get AV.

But above all, get it to the teacher EARLY. The most discouraging thing - and it is happening so often - is to be handed a classroll print-out and a text and be told where to meet the class the next evening or even the same evening.

3) An orientation session before school begins could be a big help. This should be required and should be paid for or at least should take the place of one class meeting.

At this meeting, the part-time teacher should meet the president, the dean, the department head, and some of the full-time teachers in the department.

At the general meeting, the adjunct should hear an authority in C.C. education, be given answers the handbook missed, learn C.C. philosophy. Then there should be a departmental get-together. This is the GUTS.

4) Another good investment would be workshops or seminars. Remember most of these aren't trained teachers. They really need help in such matters as test construction, Lesson Planning, evaluation. Going over the alternatives to lecturing would be a help. They need to be told that "telling isn't teaching."

5) Evaluation by the students and by the department head should help the adjunct understand his strong points and weaknesses.

L.C.C.C. does a pretty good job on this point. The part-time teacher is evaluated by students on the same form as the full-time teacher. The college pays the department head for each visit.

6) Place to hang hat.

Pfreedom. I had to fudge a bit to make this a "P" word. The part-timer needs all the help he can get, but then he needs not to be placed in a straight jacket by college or departmental regulations, policies, or precedent.

I am sure that one would not have felt free to have the students re-enact a session of the Roman forum complete with togas and speeches in Latin.

Perhaps the adjunct without the right to innovate, might not have undertaken to have the class research and write a text in Business Communications. This was indeed the best learning exercise I have ever known - but without doubt the worst text ever written.

This freedom also expresses to the supplemental faculty member the confidence that the college and the department has in him/her. Such an expression is needed.

Prejudice. At first this was a problem with almost everyone. Students wanted a full-time teacher to teach the class. One superintendent demanded only full-time teachers under threat of cancelling the classes. Full-time teachers derogated part-timers.

I had hoped that everyone now understood that many part-timers are even better than the full-timers, especially in vocational classes where the persons with jobs in the industry know the equipment better and are more up-to-date.

It seemed to me that full-time faculty members and college administrators had finally realized that the part-timers were doing good jobs, gave the colleges flexibility in staffing, and indeed made possible "profits" which were very helpful to a balanced budget.

But now the ugly head of ratios rears its head. One legislature talks cutting part-time numbers, another puts a cap of 25% on part-timers.

Pride. One magazine article was entitled "Part-time Faculty: The Dixie Cups of Education." It did a great job of telling how bad things are for the adjunct.

Why would a person want to be a part-timer? It is pride. Pride to be a college teacher. Pride in the college itself. Pride in self. They know they can do a good job of teaching.

Now, how can the college show its pride in the part-timer?

1) A better name than part-timer - be it adjunct, supplemental, lecturer, instructor.
2) Faculty status: Faculty ID card; staff parking decal; free admissions to cultural and athletic events; invitations to faculty meetings,

picnics, foundation meeting; college publication.

3) A better salary scale, certainly one that takes into account previous experience, especially experience at the college.

4) Publicity in the college organs and the local media.

5) A place to hang his hat - or get mail.

Participation. The part-time teacher needs to be part of the team or feel that he is. He needs a headquarters, a place to pick up mail.

Of course the person with a part-time job cannot be expected to do the many things that a full-time instructor does in the day time. But he/she needs to be invited, to know he can do some of those things if he wants to do them. I refer specifically to faculty, divisional, or departmental meetings.

More fitting, perhaps, is his participation on small committees, especially on matters of curriculum, on things affecting the part-time student or teacher.

Those things listed above are dependent a lot on the full-timer, but contacts with full-time day personnel are important and can be initiated by the part-time people.

The last one that I'll mention is social contacts. The adjunct will participate more and feel better about the whole situation if he is a social equal. Every full-time staff member needs to help on this matter.

Next is Preparation. Here the most important thing is lead time. The handbook and orientation meeting are important elements of preparation, but more important is to have in the teacher's hand in plenty of time the text, the class roster, the syllabus, the course outline, and specific information on time and place of the meeting. He/she especially needs to know the name and location of the person who is the contact person for that location on that night.

Performance Evaluations. This should be a way to show the college cares and to improve instruction. It also is a way to find part-time teachers who might be possibilities for day-time jobs or to find that a person needs help or needs to be cut from the roster of adjunct teachers.

L.C.C.C. evaluates by visitation and by student surveys once each semester.

The dean then discusses both evaluations.

The last "P" is "Periodically re-do", because everyone needs a shot in the arm and just because someone has taught before does not mean he has had the full benefit of the "program."

In summary, everyone should appreciate the part-timers who really need an advocate. Their use is too good a deal to screw it up. So, maybe we can go on like this forever, but we need to improve the situation for everyone.

Morale is a big need with the adjuncts. Do something about it - raise the pay, offer the best ones a full-time job, treat them as professional equals and as friends.

By trying a little harder we can assure the continuance of an advantageous situation.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
JAN 18 1985